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ABSTRACT

Some of the career education activities which have taken place during the first year of a comprehensive K-12 program involving 780 students in six schools are summarized in the report. The program, developed for a rural community (Milford, Nebraska, population 1.850), had six objectives designed to produce career exploration and involved practical occupational experiences for students, an instructional model, counseling and placement services for students and community members, and inservice education. The project was evaluated using the pretest, post-test method. Components briefly described are: (1) inservice program, (2) new program implementation, (3) highlights of first semester (list of guest speaker, project, and field trip activities for all grades), (4) conceptual career education model program (emphasizing the concepts of self, career orientation, and world of work), (5) Milford Information Center which provides students, parents, and dropouts with career, job placement, and educational information, and (6) the K-12 counseling and guidance program. A three-page list of career education references and materials is included. Appended are the conceptual model, titles of teacher-produced units, description of the counseling and guidance program, one secondary and three elementary teaching units, and an information center newsletter. (MS)

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CAREER EDUCATION

MILFORD PUBLIC SCHOOLS

MILFORD NEBRASKA

LARRY SIMS
SUPERINTENDENT

LARRY WILLIS
PROJECT DIRECTOR

d an Answer? Call MIC

an abbreviation for the Information Center to be mented as a community ce through Milford Public ools. It is an attempt to ex- and the services of the Milford Public Schools to the community. ...m and Larry Wil- ...ting this

The telephone hours will be from 8:00 a.m. to 4:00 p.m. daily. There will be added office hours on Tuesday morning. We in... matt... sch... day

PTO Program Planned

The ... School ... pose of the pro- ...xplain how and ...am will be de- ...ord Public ... Willis will presenting ... Education ...

ford Hosts Educators

...cation Inservice Program held ...out the summer. There ...ers (K-12) involved ...ment this ...

Class Visits Capitol

"Get involved in local govern- ment, farm organizations ... groups." These were ... of Sen Walter ... of stude...

...nd partisanship in the legisla- ...re. They have followed closely ...actions of Sens. Epke, Proud, ...ler, Chambers and Carpen- ...s well as others. They have ...used their opinions to Sen ... by letter, which led to ...visit with him at the capi- ...tol.

Sen. Ernest Chambers talked to the students before he had to make a hurried trip to Omaha to pick up his wife who wanted to sit in on the ERA hearings. scheduled last Thursday ...bers told the groups ... are equal to ... treated ...

Board Gives Teacher OK For Field Trip to Gulf of Mexico

Wednesday, Augus... the Milford Public School... host to approximate... Teacher-Educators and S... partment of Education p... for preview of the cu... materials which have bee... veloped this summer for the ...Career Education program to be ... plan... year

Milford High School teacher, Jesse Ree... has been given ap- proval b... of Educa- tion to ... field tri... later th...

Mr. Reed, ... similar trip in 1969 ... Board the unlimited educational opportunities he realized from the previous trip and the out- standing coope... people of Texas ... to recommend ...

He suggested ma... in mid-March to avoid the ... summer weather in the area to be visited. It would mean the students would have to be ab- sent from school about four days according to Mr. Reed.

The five students that would participate are members of the Red Cross Disaster Action Team at the high school. Mr. Reed said the group was organized to provide realistic experiences for students interested in the medical field. The students are being trained to give first aid and to help provide food and shelter to victims of disasters. The main objective of the trip will be—to visit medical ...lities and develop a team ...tude, according to the sc... teacher.

help for the trip. In fact, costs including that of a stitute teacher will be p... by the students and ... the students will ... and colle... ...ave to be a salesman". The group spent the day vi- siting the Legislature which was a culmination to a study they have been doing on the Unicam- eral. The students have discussing various issues that they have read about in the ... papers for the past ... Issues which ... ...ur w... ...reat ...C. ... and t... ...as the ...liquor and ...abortion laws, ...include lodging, ...ions. ...ld the B... ...establishmer... think the ... active disaster team ... very valuable to the students and community. However, an ...ration which is estab- ...with activity as its basic ...quick ... dissipate ...believe ... conc... with ...

...now it works. ...be a good public ... now is ...

It will c... students about ... trip according to Mr. ...on, calculations. He will pr... ...portation, the costs ... ...as the ...liquor and ...abortion laws, ...include lodging, ...ions.

The ... students ... briefly from a lo... ...raska ... ...Retail Merc... ...

...ourself ... and wrong ... ...others think for you," ...also heard ...for the ...of Neb- ...func-

...head

...parents un... ...r Education ...affect the ed- ...ucation ...ogress of their chil- ...d ...

...unities which ...them in the City ...The teaching staff ...lic Schools is ...lved in identi- ...s available to ...communi...

...ll be held ...ril

Abilene, ... Science Museum, ... Medical Center, Houston; ... dome and Astroworld: N.A.S.A. Space Center: the Marine ... Tel...

JUL 17 1975

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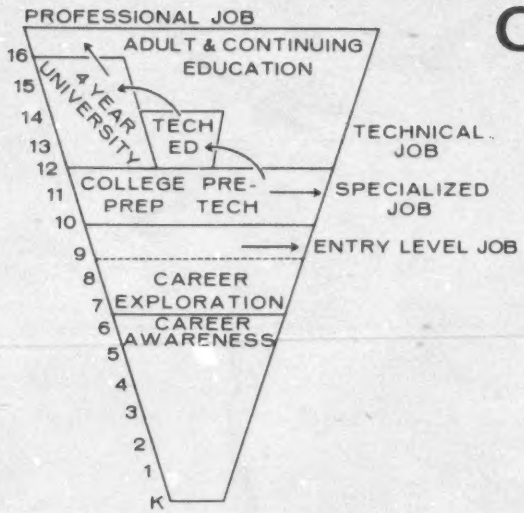
Funded Through
Part C, Vocational Education Act of 1968
Vocational Division
Nebraska State Department of Education



CAREER EDUCATION:

A NEBRASKA MODEL AT MILFORD PUBLIC SCHOOLS

LARRY WILLIS, PROJECT DIRECTOR
LARRY SIMS, SUPERINTENDENT
301 G STREET
MILFORD, NEBRASKA 68405
TELEPHONE 761-2361

February 14, 1973

Dear Educators:

This report is a summary of some of the Career Education activities which have taken place during the first year of operation of Milford's K-12 Career Education Program.

The Career Education Research Project was implemented on February 14, 1972. The emphasis of the project was the development of a comprehensive Career Education program for a rural school setting. The project was funded through the Vocational Division of the Nebraska State Department of Education for a period of 18 months.

The school-based model at Milford Public Schools has the following objectives:

1. Structure the elementary school curriculum, K-6, around the theme of career opportunities and requirements in the world of work.

2. Provide all students, grades 7-9, with hands-on occupational exploration learning experiences.

3. Expand the cooperative education program, grades 11-12, so it will place on jobs all in-service students who desire work and follow-up and assist all student dropouts with job placements.

4. Develop a continuous progress multi-sensory instructional model for students, grades 10-adult, which will produce marketable entry-level job skills, or retrain and/or upgrade job skills.

5. Develop a comprehensive occupational guidance, counseling, and placement service, grade K-adult, for all "in-and-out of school" citizens of the community.

6. Carry on a continuous inservice education program for school staff and people of the community to increase their understanding and upgrade their skills with the career education concept.

This report reflects the dedication and efforts of the K-12 teaching staff in implementing the philosophy of career education into the K-12 educational program. Further publications of the research project will be available in the near future.

Sincerely,

Larry F. Willis

Larry F. Willis
Project Director

I. Background Information of the Milford Public Schools

Milford, Nebraska is located approximately 20 miles west of Lincoln, Nebraska, and has a population of 1850. The K-12 educational program has an enrollment of 780 students. The proposal for the research project was developed by Dr. Robert Klabenes and Mr. Larry Sims. Dr. Klabenes was with the E.S.U. #6 in Milford, Nebraska, at the time the proposal was developed and approved. Dr. Klabenes is now with the Ohio State Center for Vocational-Technical Education in Columbus, Ohio. He is a curriculum specialist for the CCEM (Comprehensive Career Education Model) project working with the six (6) local schools in implementing the concept of career education into their school systems. The proposal for the Milford Project has served as a tool for the development of future projects in Nebraska.

II. Funding of the Research Project

The Career Education Research Project was funded through Part C of the Amendments of the Vocational Education Act of 1968. The Vocational Division of the Nebraska State Department of Education and the Research Coordinating Unit (RCU) at the University of Nebraska have worked very closely with the development and implementation of this funded project. The research project was funded for 18 months for the amount of $65,299.00

III. Rationale for Research Project

The Research and Development Project in Career Education at Milford, Nebraska, is a pilot program in Career Education in Nebraska. The project states there must be an evaluation strategy. This model is based upon the assumption that educational programs must be evaluated on a continuous basis, from start to finish, rather than on the final product alone.

The purpose of the pre-test and post-test evaluation is to identify positive changes which have taken place because of the development of the concept of Career Education at the Milford Public Schools. The data collected from this evaluation will be used as documentation for further development of Career Education in Nebraska. The pre-test evaluation was administered in May, 1972, and will again be administered to the same student and faculty populations in May, 1973.

The following schools have been involved in the pre-test evaluation:

1. Centennial at Utica, Nebraska
2. Emerson-Hubbard at Emerson, Nebraska
3. Henderson Public Schools at Henderson, Nebraska
4. Milford Public Schools at Milford, Nebraska
5. Seward Public Schools at Seward, Nebraska

The pre-test and post-test results will be available after July 1, 1973.

IV. Inservice Program

The project director developed an inservice program for the K-12 teaching staff for the implementation of the program during the school year. The staff had the opportunity to develop resource units during the 80-hour inservice program. There were approximately 120 instructional units which were developed and are now being implemented.

V. Implementation of the IACP Programs

The Milford Public Schools has implemented two new programs for the school year 1972-73. They are the "World of Construction" at the seventh grade level, and the "World of Manufacturing" at the eighth grade level. These two programs fit into the concept of career exploration at the junior high level very well.

VI. First Semester Highlights of Program Implementation

The highlights listed below for the elementary and secondary programs are only a part of many of the learning activities which have been developed by the K-12 teaching staff which have been already implemented. The highlights include resource people brought into the classroom, field trips, and teachers involved.

ELEMENTARY SCHOOL ACTIVITIES	Unit of Instruction
Kindergarten--Mrs. Nancy Winseman	
1. Visitation with secretaries, custodians, and cooks in the elementary and high school	Educational Unit
2. Visitation at Technical Community College in Milford.	Educational Unit
3. Mr. Dennis Bargen spoke to class on importance of physical fitness.	Educational Unit
First Grade--Miss Dorothy Bender	
Miss Bender asked the parents of the students to visit their class.	Occupations of our Parents

Mr. & Mrs. J. Eigsti--Teacher and Bank Teller
Mrs. Naylor--Secretary
Mr. Wayne Troyer--Carpenter
Mr. & Mrs. Gleason Grimes--Carpenter and Secretary
Mrs. Robert Murray--Secretary for City Clerk
Mr. Ouris Roth--Feed Dealer
Mr. Raymond Gifford--Music Salesman
Mr. & Mrs. Robert Kluge--Teacher and Saleslady

Highlight Activity	Unit of Instruction
Mr. Merrill Stutzman--Service Station operator and Route Driver Mr. & Mrs. Ben Eicher--Farmer and Seamstress Mr. Leslie Roth--House mover	

Second Grade--Mrs. Cobb and Mrs. Timm

Dentist visited class (Mr. O'Brien, student from the Nebraska Dental College)	Dentist
Dr. Paulson from Seward Vision Clinic	Optometrist

Third Grade--Mrs. Kinsey, Mrs. Smith, & Mrs. Sterns

Visitation to local farms (Grosseroades, and Robert Welsh Farm)	Agri-Business Unit
Visitation to Pioneer Village in Minden	Agri -Business Unit
Mr. Bud Becker visited classroom	Agri-Business Unit
Mr. Ken Troyer, Grain Elevator Manager visited classroom	Agri-Business Unit

Third and Fourth Grade--Mrs. Elaine Johnson

Field trip to Mrs. Helen Van Andel farm near Pleasant Dale	Agri-Business, Grain
Extension agent from Seward to discuss the job of county agent	Grain Unit
Mr. Gary Harral visited class to discuss the job of a Pleasant Dale Town Board Member	City Unit

Sixth Grade--Mrs. Gloria O'Brien

An assembly line approach was used to produce packages of Christmas cards and envelopes to be sold by the sixth graders of Milford Elementary School. Over 500 cards were sold for a profit of $50.00. (The money will be used for a field trip to a local restaurant to utilize our knowledge of good manners.) There were eight (8) divisions of the line which made everything from the trademark to glitter-decorated scenes.

SECONDARY SCHOOL ACTIVITIES

	Unit of Instruction
9th Grade Civics Class--Mrs. Julie Jantzi	
Resource people who visited the classroom:	
Mr. Dean Rhoads--Insurance Principles Mr. Dallas Kotil--Budgeting Principles Mr. Stan Thomas--Financing a Car	Young Person as an Economic Citizen
Field trip to Rediger's Chevrolet to discuss purchasing an auto and a field trip to Wanek's of Crete to purchase a house of furniture.	Young Person as an Economic Citizen
Resource people who visited the classroom:	City--A Servant of the People
Mr. Ron Dalby--City Planning Mr. Jim Childs--Planning and Zoning Five members of the Milford City Planning Commission visited classroom to evaluate student's city planning projects.	
Mr. Gerald Eigsti and Mr. Bill White visited the classroom to discuss procedures.	School District
Mr. Kent Jacobs--Discussed Court Procedures Judge Ralph Slocum discussed the law Mr. Al Snowberger discussed crime and its punishment in Lincoln's facilities	Understanding Local Court System
Field trip to the Lincoln City-County Building	Understanding Local Court System
Field trip to the Nebraska State Legislature: Students visited with:	Understanding Nebraska's Legislative System
Senator Walter Epke--Legislature Senator Cal Carsten--Legislature Miss Kitty Simpson--Page Mr. McNeal--Ombudsman Mr. Humbel--Lobbyist	
Mr. Gary Grenke--Republican Party Chairman of Seward County	
Student on Internship Program in Washington, D.C.	Political Party Organization
Mr. Wayne Werning--Representative of Democratic Party	

SECONDARY SCHOOL ACTIVITIES continued	Unit of Instruction
Eighth Grade Social Studies--Mrs. Julie Jantzi	
Field trip to Riverside Methodist Camp Mr. Harold Barclay of the Technical College presented to the students the function of people who do surveying.	Surveying (Geography)
Mr. Roland Colvert of the Technical College discussed surveying and use of the transit.	
Ninth Grade English Class--Mrs. Joyce Caleca	
Mrs. Caleca has developed a unit which provides students the opportunity to practice English skills which are used in the television industry (commercials, video-taping, program planning, etc.)	Television Industry
Adult Living Class--Mrs. Pat Backemeyer	
The students invited children who were 2, 3, and 4 years of age to visit the class during the Child Care Unit.	Child Care Unit
General Business Class--Mrs. Beverly Newton	
Filed trip to the National Bank of Commerce to visit with the various divisions and jobs related to a large banking institution.	Banking
Data Processing Class--Mrs. Virginia Stockton	
The students in this class have been visiting and working in the Data Processing Department of the Nebraska Technical College here in Milford. They have been doing tasks on the keypunch equipment as well as viewing the computer operation in the department.	
Pre-Med Club--Mr. Jesse Reed	
Field trips to the following:	
Clock Tower Animal Clinic in Lincoln	Observe caring of animals

SECONDARY SCHOOL ACTIVITIES continued	Unit of Instruction
St. Elizabeth Hospital	Observe X-ray technicians at work
Red Cross Planning Trip--District Red Cross Headquarters in Lincoln	First Aid and Disaster Team Training
Nebraska Wesleyan University	Lecture on Radiology
Indian Ministry Group--Seward Concordia College	Aid to Indian Children

Diversified Occupations--Mrs. Virginia Stockton

Field trip to Ward's warehouse and Nash Finch warehouse in Lincoln	Physical Distribution Unit

VII. Milford's Conceptual Career Education Model Program

The K-12 teaching staff developed during the summer inservice program a model program which they should be striving to achieve. All of the instructional units which were developed have emphasized one of the following concepts:

1. Self
2. Career Orientation
3. World of Work

On the next several pages is the conceptual model and a bibliography of the teachers and the instructional units which they have developed. All of the instructional units will be revised and expanded for dissemination in the near future. Examples of the instructional units are in the appendix of this report.

VIII. Milford Information Center

The purpose of the Milford Information Center is to provide students, parents, and dropouts with the following information pertaining to:

A. Careers
B. Job Placement
C. Educational Information (includes adult education courses)
D. General Information about the school district

Enclosed is the Milford Information Center Newsletter which is sent to all box holders in the Milford Post Office area.

IX. Counseling and Guidance Program

Enclosed is the summary of the guidance and counseling program for the K-12 program. Segments of the program have yet to be implemented because of scheduling problems. The Milford Public Schools have two guidance counselors who give support to the teaching staff. The counselors are Curtis Boesen and Larry Westrum.

X. Summary

The staff of the Milford Public Schools welcome visitors to discuss and view the implementation of the concept of Career Education in our school system.

Future reports to be developed and published will be the following:

1. The final report for the 18 month project.

2. The revised Career Education instructional units booklet.

If there are questions pertaining to the Milford Career Education Research Project, please call or write:

Larry F. Willis
Career Education Research Project
Milford Public Schools
301 G Street
Milford, Nebraska 68405

Telephone: 402-761-2361

XI. Review of Literature

The following pieces of literature are only examples of Career Education materials available for review:

Project Devise, Darrel W. Coburn, E.S.U. #12, Alliance, Ne., 1972.

Schools Without Failure, William Glasser, Harper & Row: New York, 1969.

I'm OK--You're OK, Harris, Harper and Row: New York, 1969.

Career Education: A Position Paper, State Department of Education, Nebraska, 1972.

Career Education: What It Is and How To Do It, Salt Lake City, Utah: Olympus Publishing Company, 1972.

Career Guidance: An Overview of Alternative Approaches, Columbus: The Center for Vocational and Technical Education, The Ohio State University. August, 1971.

Career Education: A Handbook for Implementation, Washington, D.C.: U.S. Government Printing Office, February, 1972.

Career Education, Washington, D.C.: U.S. Government Printing Office, 1971.

Review and Synthesis of Foundations for Career Education. Herr, Edwin L., Information Series No. 61, ERIC Clearinghouse on Vocational and Technical Education, The Center for Vocational and Technical Education, Ohio State University. Columbus, Ohio, March, 1972.

Marland on Career Education, Reprinted from American Education, (November, 1971, Washington, D.C.: U.S. Government Printing Office, Order No. HE 5.280: 80076.

Synopses of Selected Career Education Programs: A National Overview of Career Education. Morgan, Robert L., Raleigh: The Center for Occupational Education, North Carolina State University, April, 1972.

Occupational Information Materials, Cook, H.E. Progress Report No. 4, Atlanta, Georgia; Atlanta Public Schools, February, 1968.

"Career-Orientated Curriculum: Cobb County Model.", Crews, A.C., American Vocational Journal, (1969), pp. 44, 17.

Vocational Psychology, Crites, John O., New York, New York; McGraw-Hill Book Company, 1969.

Occupational Choice: An Approach to a General Theory, Ginzberg, A.S.; New York, New York: Columbia University Press, 1951.

"Elements of a Model for Promoting Career Development in Elementary and Junior High School", Gysbers, Norman C. Paper presented at the National Conference on Exemplary Programs and Projects--1968 Amendments to the Vocational Education Act, Atlanta, Georgia, March, 1969.

Decision-Making and Vocational Development, Herr, Edwin L.; Boston, Mass., Houghton-Mifflin Company, 1970.

"Unifying an Entire System of Education Around a Career Development Theme" Paper presented at National Conference on Exemplary Programs and Projects--1968 Amendments to the Education Act, Atlanta, Georgia: March 1969.

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Teacher's Guide to: Self Understanding Through Occupational Exploration (SUTOE). Oregon State Department of Education. Salem, Oregon: The Department Division of Community Colleges and Vocational Education, 1968.

"The Oregon Way: A State Plan for Applying Relevancy to Education", Parnell, Dale. American Vocational Journal, Vol. 44, No. 9, (1969).

Career Development Guide for the Elementary School, Ryan, Charles W.; Agusta, Maine: Bureau of Vocational and Adult Education, State Department of Education, July, 1971.

"Career Patterns as a Basis for Vocational Counseling", Super, D.E.; Journal of Counseling Psychology, Vol. 1 (1954).

Career Development: Self-Concept Theory. New York, New York: College Entrance Examination Board, 1963.

Wrenn, C. Gilbert, "Human Values and Work in American Life". Man in a World of Work, Edited by Henry Borow. Boston, Massachusetts: Houghton-Mifflin Company, 1964.

A Curriculum Model for Facilitating Career Development, 1971. Carbondale: Career Development for Children Projects, Southern Illinois University.

"Dimensions of Counseling for Career Development", Morrill, Weston H., and David J. Forrest, Personnel and Guidance Journal, Vol. 49, (December 1970).

"OCCUPACS for Hands-on Learning", Peterson, Marla. American Vocational Journal, January, 1972.

U.S. Department of Health, Education and Welfare. Vocational Education: The Bridge Between Man and His Work. Washington, D.C.: Advisory Council on Vocational Education, 1968.

World of Work Resource Units for Elementary Teachers, Wernick, Walter. Dekalb, Illinois: ABLE Model Program, Northern Illinois University, 1971.

"A Comprehensive Vocational Education Program for Career Development in K-12", Florida State Department of Education.

"Synopsis of Cobb County Occupational and Career Development Program", Marietta, Georgia.

"Elementary Guide for Career Development", Moberly Public Schools, Moberly, Missouri. 1971.

"Exploring the World of Work", North Dakota State Board for Vocational Education.

"K-12 Guide for Integrating Career Development into Local Curriculum", Wisconsin State Department of Education, 1972.

"Career Development: A Lifelong Process", School District of the City of Pontiac, Pontiac, Michigan.

"Vacant Lot Studies", Environmental Science Center, Golden Valley, Minn.

"The World of Work", Syracuse City School District, Syracuse, New York.

"Exemplary Program of Awareness and Career Development", Lincoln County Schools, Hamlin, West Virginia.

"A Plan for Career Development in the Public Schools of the District of Columbia, Task Force Report on Vocational Education", May 1969. Washington, D.C.

"Exemplary Program in Occupational Education in a Typical Kansas Rural School", Clay Center, Kansas.

"Jones County Career Centered Materials", Jones County, Mississippi.

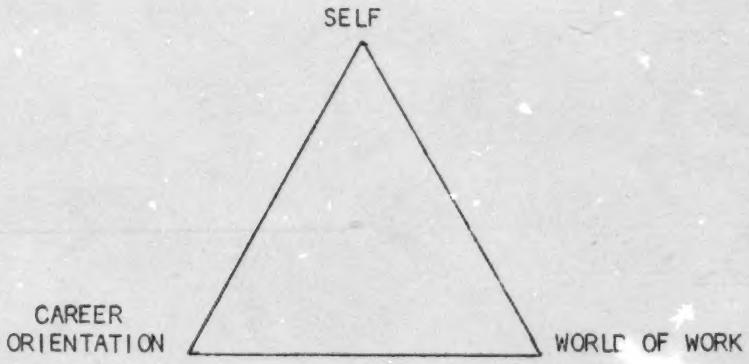
"Exemplary Comprehensive Occupational Orientation Vocational Education Program", Bulletins #1 and #3, Tulsa Public Schools, Tulsa, Oklahoma.

"Career Development Guidelines", Grades 7-9, Racine, Wisconsin.

APPENDIX

1. Milford's Conceptual Career Education Model Program
2. Milford Public Schools Counseling and Guidance Program
3. Unit developed by Secondary teacher
4. Unit developed by elementary teacher
5. January 30, 1973 Newsletter

MILFORD'S CONCEPTUAL CAREER EDUCATION MODEL PROGRAM



SELF

1. Self understanding and acceptance
2. All persons have dignity and worth
3. Individuals differ in interests, abilities, attitudes
4. Social fulfillment
5. Honesty, dependability, generosity, decision making

WORLD OF WORK--STUDYING COMPONENTS OF EXISTING OCCUPATIONS

1. Wide variety of occupations
2. Meaning of word "work"
3. Introduce various occupations
4. Occupations exist for a purpose

CAREER ORIENTATION--TYING "ME" TO THE WORLD OF WORK

1. People can perform in a variety of jobs well
2. Individuals are responsible for career planning
3. Supply-demand of occupations
4. Career development requires continuous and sequential choices
5. Job characteristics and individuals must be flexible in a changing society
6. Education and work are interrelated

ELEMENTARY BIBLIOGRAPHY

KINDERGARTEN--NANCY WINSEMAN
- Know yourself--physical, social, emotional
- My home and family
- Family pets
- Safety in the home
- Family health
- City families
- Farm families
- Family fun
- Other families of the world
- My school
- School safety
- School workers

GRADE 1

DOROTHY BENDER
- Clothing
- Building
- Banking
- Baking
- Transportation

JANE KELLEY
- Carpenter
- Plumber
- Transportation
- Banker
- Baking
- Clothing
- Builder
- Electrician
- Meteorology
- Getting to know the family

LINDA VOECKS
- Producer of goods
- Small town
- Big city
- Farm
- Suburb

GRADE 2

SHARON COBB
- Fireman
- Optometrist
- Dentist
- Pharmacist
- Nurse
- Candystriper
- Medical doctor
- Community health workers
- Postman
- Farmer
- Supermarket
- Factory workers
- Policeman

GRADE 2 continued

MARCIA TIMM
- Optometrist
- Dentist
- Pharmacist
- Nurse
- Candystriper
- Medical doctor
- Community health workers
- Policeman
- Postman
- Farmer
- Supermarket
- Fireman
- Factory workers

GRADE 3

MARY KINSEY
- Agri-business
- Environmental control
- Communications
- Transportation
- Leisure time

GRADES 3/4

ELAINE JOHNSON
- Agriculture--grains
- Nebraska newspapers
- Nebraska transportation
- Ag.--livestock
- Radio & TV
- Conservation

GRADE 4

JOAN STERNS
- Agri-business
- Environmental control
- Communication
- Transportation
- Leisure time

GRADE 5

MARILYN WALLACE
- Newspaper workers
- Television world

GRADE 6

HELEN MOSER
- Mining
- Coal mining
- Manufacturing
- Forestry and lumber

GLORIA OBRIEN
- Prejudices
- Communication
- Cooperation
- Language and Writing
- Jobs and your future

KAREN WHITE
- Importance of accuracy
- Environment
- New phase of existence
- Value of difference
- Examining one's strengths and limitations

SECONDARY BIBLIOGRAPHY

TED ALLISON Grade 8
Environmental Awareness & Pollution

PAT BACKEMEYER Grades 10-12
Sanitation & safety (18 week course)

DWAYNE BRETTMANN Grades 9-12
Graphic Language & Mechanical Drawing
Drawing Floor Plans
Lettering

JULIE JANTZI Grade 9
Understanding local court systems
The young person as an economic person
The city--a servant of the people
Structure of City Government
School District

LARRY MEYER Grade 9
A Career with Mathematics
Graphing the Linear Equation
The negative numbers
Modern needs for geometry

BEVERLY NEWTON Grade 10
Banking
Savings and Investing
Consumer Buying

SUE RIKLI Grade 9
Teeth--Function and Care
Care of Feet and Importance of posture--
in job interviews
Skin care and Problems
Diet and Weight Control
Laws and Requirements of cosmetology
school
Public Health

LINDA RITCHIE Grades 7-12
Cartooning
House Design
Advertising Design
Advertising--Poster & Layout Designs
Composition

LINDA SMITH Grades 7-9
How to Read a Nebraska Map on Occupations
Highway Maps and What are Some of the
Jobs in the Different Geographical Areas

VIRGINIA STOCKTON Grade 12
Typist-Clerk
Fluid and stencil duplicating
Accounting Clerk--Payable
Machine Transportation
Receptionist
File Clerk

JESSE REED
Disaster Team Training

JOYCE CALECA Grade 9
Investigation of the Communications
skills used in the Television Industry

MILFORD PUBLIC SCHOOLS
COUNSELING AND GUIDANCE PROGRAM

Responsibility	Grade Level	Program Description	Class Meetings	School Location
Westrum	K-2	DUSO (DEVELOPING UNDERSTANDING OF SELF AND OTHERS)	½ hour/week per class K-2	Milford & P. D.
Westrum	3-4	"Secrets" Meet in class discussion with 3rd and 4th graders once every 2 weeks (12 week program) plus DUSO	Once every two weeks	Milford & P. D.
Willis	5-6	Class meetings (Open ended discussions)	Once a week	Milford & P. D.
SECONDARY PROGRAM				
Westrum	8th	Career Exploration*	Twice/week during study halls	Milford H. S.
Boesen	10th	Career Exploration*	Twice/week during study halls	Milford H. S.
Willis	12th	Senior Group discussions (No Structure)	Once every 2 weeks	Milford H. S.
12th Graders & Community		MIC: Milford Information Center	Hours: 8:00 a.m. to 4:00 p.m., Monday thru Friday plus 7-9:00 p.m. on Tuesday nights and 9:00-11:00 a.m. on Saturdays (Experimental	Milford H. S.

*See explanation on next page.

COURSE DESCRIPTIONS

CLASS MEETINGS

02

8th GRADE

Career Exploration

Twice/week during study halls

1. Preparing students for In-Depth Career Study.
2. Exploring jobs primarily involving work with DATA.
3. Exploring jobs primarily involving work with PEOPLE.
4. Exploring jobs primarily involving work with THINGS.

GAMES

1. "Life Careers"
2. "Consumer"
3. SRA Materials
4. University of Nebraska Occupational Slide Presentation (Horner)

*There is enough material above for a full year course which meets every day of the week.

10th GRADE

Career Exploration

1. Review of the above program plus
2. Work Observation trips
3. Films and filmstrips on occupations

Program Name: Discussion '73 (12th Grade)

Program Description:

Objective: To assist seniors in answering the following question: "What information or knowledge do I need to function in our society based upon my plans after graduation?"

The program structure consists of one class meeting per month with a counselor or counselors. The program meetings will be scheduled during the study hall schedules of 12th grade students. Student involvement will be on a voluntary basis only. The program content will be very open-ended. The seniors will have to determine what they need before they graduate next spring.

Since this is an experimental as well as a voluntary program, no course credit will be given at this point. Based upon the experimental results of this program, curriculum recommendations will be made next spring.

Possible information to be incorporated into the program:

1. Field trips to institutions of higher education.
2. Prospective employers visit classroom.
3. Have resource people visit with students based upon career plans.
4. Have representatives from public and private employment agencies visit class.
5. Social Security laws
6. Concepts of unions
7. Use PEP modules in classroom (individualized)
8. Paperback--How to Live Cheap, but Good.

And many other ideas from the students.

Evaluation: There will be a pre-test and post-test of guidance and counseling activities.

CAREER EDUCATION

7-12

MILFORD PUBLIC SCHOOLS

CAREER EDUCATION RESEARCH PROJECT

MILFORD PUBLIC SCHOOLS

MILFORD, NEBRASKA 68405

to be revised for
copyright purposes

NAME OF UNIT

1. Investigation of the communication skills used in the television industry

LARRY F. WILLIS

PROJECT DIRECTOR

MILFORD PUBLIC SCHOOLS

MILFORD, NEBRASKA 68405

DEVELOPED BY

JOYCE CALECA

GRADE 9

Teacher's Name Joyce Caleca Grade Level 9

Concepts:
1. Self understanding and acceptance are necessary for a well balanced individual
2. Individuals differ in interests, abilities, attitudes.
3. There are a wide variety of occupations.
4. Introduction of various occupations is important.
5. Education and work are interrelated.

Subconcept: Investigation of the communication skills used in the television industry

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. The student will be aware of the wide variety of occupations in the television industry. 2. The student will be familiar with terminology used in the broadcasting industry. 3. The student will discuss in essay form the characteristics of one performing career and one non-performing career in television. 4. The student will use standard punctuation and grammar in his compositions. 5. The student will recognize and develop interpretative and communicative skills necessary to prepare effective television programming. 6. The students will analyze and prepare effective television commercials and programs.	1. Have students watch the "credits" portion of news, variety, dramatic, etc. shows to identify types of jobs involved in presenting those programs. 2. Have a TV personality visit the class to discuss his role, the roles of "behind the scenes" workers, and his use of communication skills in his work. This discussion could take the form of a panel discussion. 3. Select one job in each area (performing, non-performing), explore it, and write a two page composition on each using the following data: a. qualifications b. preparation c. opportunities d. work responsibilities e. communication skills	TV Works Like This, Jeanne Benedick, (621.388) Careers in Television, National Association of Broadcasters, 1970, VF Job Opportunities in Television, National Broadcasting Company, VF Occupational Outlook Handbook Quest Activities Dizard, Wilson P., TV A World View, (384.554) Gross, Ben, I Looked & I Listened, (791.4)	Evaluations will be made on the following activities: #3, #4-c, #5, #7, and #10.

Subconcept: Investigation of the communication skills used in the television industry

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
	4. The student will orally evaluate the various means of communication (verbal, non-verbal) and their impact utilized by the performing artist by: a. studying various television programs with and without the sound. b. Playing charades and mirror games to analyze body language (body control, posture, body position and movement, and facial expression). c. Practicing techniques of interpretative reading and speaking. 5. The students will discuss the techniques of listening and its importance. Then they will prepare television news shows by role-playing the jobs of reporters covering special events--political speeches, school activities, social events. 6. Plan and decorate a bulletin board showing the use of communication skills in the television industry. 7. Plan and film a television show which will include news		

Subconcept: Investigation of the communication skills used in the television industry

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	reporting, commercials, and a dramatic presentation. 8. Have students study terminology used in the industry by means of a terminology BINGO game and crossword puzzles. Also use password. 9. Take a field trip to a television studio. The tour should include all departments of the station. 10 Visit local businesses and prepare a television advertising campaign.		

CAREER EDUCATION

K-6

MILFORD PUBLIC SCHOOLS

CAREER EDUCATION RESEARCH PROJECT

MILFORD PUBLIC SCHOOLS

MILFORD, NEBRASKA 68405

to be revised for
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NAME OF UNITS

1. Clothing Occupations help people
2. Banking Occupations help people
3. Baking Occupations help people

LARRY F. WILLIS

PROJECT DIRECTOR

MILFORD PUBLIC SCHOOLS

MILFORD, NEBRASKA 68405

DEVELOPED BY

DOROTHY BENDER

GRADE 1

Teacher's Name Dorothy Bender Grade Level 1

Concept: 1. Occupations exist for a purpose
2. People can perform in a variety of jobs well
3. Supply-demand of occupations
4. Social fulfillment

Subconcept: Clothing Occupations Help People

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. Upon the completion of this unit the student will know: 1. The materials a dressmaker needs 2. How to design their own clothing.	1. Listen to recorded lesson 2. Reinforce recorded lesson 3. Prepare a table display to show materials and tools needed to produce clothing. 4. Students bring swatches of materials and divide them into natural materials and man-made materials. 5. Have dressmaker tell about her work. 6. Read books.	1. Record #22 2. Text, Our Working World 3. Table with materials and tools needed and drawing labeled designer, pattern maker, cutter, machine sewer, hemmer, finisher, presser. 4. Swatches of natural materials: cotton, wool, linen, silk. Swatches of man-made materials: rayon nylon, perlon, orlon, dacron 5. Dressmaker	1. The student will draw pictures of the needs of a dressmaker.
2. How to design their own clothing.	1. Each child will have a partner to draw around, then design, color, and/or paint and cut out the model.	1. 5' of white paper for each student pencil paint crayons scissors	2. The student will show their own design to the class.
3. Look at doll clothing to determine which garment the consumer would want to buy and how businessmen take risks when they produce clothing.	1. The children who have doll clothing in good condition will bring it to class. The teacher will select 5 or 6 garments of various styles and display them for all to see. Children will visit the display and deposit a piece of money	1. Doll clothing in good condition. 2. 1 piece of money for each child. 3. Display table	3. The garment which has the most money beside it did the best work and the articles that were in less demand would need to sell for less or may not be sold at all.

Subconcept: Clothing Occupations Help People

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	beside the garment they would most like to buy.		
4. The work of the assembly line in a factory compared to each one being a specialist	1. The teacher will select 2 teams of equal size. Each team has a production quota of 10 pairs of mittens. 1 team divides the labor: the other team does not. Team 1--each child makes a pair of mittens. By performing all the tasks twice: folds the paper draws around his hand, designs the pattern, colors or paints, cuts out the mittens. Team 2--each child specializes each doing only 1 of the above. Both teams work for the same length of time. At the end of the demonstration, the class will discuss the advantages and disadvantages of an assembly line.	1. White construction paper 2. Pencils 3. Crayons 4. Scissors BOOKS: Let's Go to a Clothing Factory The Emperor's New Clothes The Shoemaker and the Elves The Little Bears Pancake Party Our Working World, SRA, Laurence Senesh Fun With Our Friends, Scott Foresman "Two Funny Girls" "Here We Go" More Friends Old and New, Scott Foresman How Susan Remembered, p. 59 Transparencies: Home Ec. #9	4. The student will see that each worker has to develop only one skill; fewer tools and less space is needed but there is greater interdependence, if one worker slows down, the entire production process slows down in an assembly line.
5. The meaning of Division of labor by each designing one square of a table cloth.	1. Design a table cloth by all having a portion to do, choose three colors. Tape cloth to floor and have magic markers ready to be used whenever a child has time to work.	Old magazines Catalogs Scrap book	5. The student will show and explain the part of the cloth he has done to the class.

Subconcept: Clothing occupations help people

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
6. Develop a positive working experience toward the understanding of clothing for seasons and occupations.	1. Discuss why clothing is important to us. 2. Students compile a scrapbook of clothing using swatches brought to show these being used for work-clothes, casual clothes or dress clothes and seasonal clothing. 3. Use old magazines and cataloges to cut out pictures of different occupations to show the kind of clothing they wear.	1. "We dress for the Weather" Instructo-for Flannel Board Seasons: Winter Spring Summer Fall Occupations: Cowboy, nurse, policeman, fireman, doctor, sailor, astronaut, mailman, baker, carpenter, farmer	6. The student will show the scrapbook of clothing as to kinds of clothing used according to seasons and occupations.

Teacher's Name Dorothy Bender Grade Level 1 Page 4

Concept:
1. Occupations Exist for a purpose
2. Self understanding and service
3. All persons have dignity and worth
4. Individuals differ in interests, abilities, attitudes
5. Honesty, dependability
6. Meaning of word "work"
7. Education and work are interrelated

Subconcept: Bank occupations help people

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. The student will develop an awareness of how a bank president, drive-in teller, bank cashier, bookkeeper, and agri-consultant help: a. self b. parents c. school d. community By observing the students in role-playing by simulating a bank operation.	1. Listen to record "What we do with the income we don't spend". 2. Reinforce the recorded lesson. 3. Visit the bank to see the bank president, drive-in teller, bank cashier, bookkeeper, and agri-consultant at work to help each one individually, parents, school, and community. 4. Hide money and let pupils find it and decide the best place to keep money. 5. Role play the part of either a banker, bookkeeper, drive-in teller, bank cashier or agri-consultant. 6. Ask the banker how one becomes a banker; what education is needed for each of his employees. 7. What qualifications are needed to be employed in a bank (Honesty, dependability) 8. Listen to record "What does the bank do with our savings?" 9. Read books about bank workers.	BOOKS: The True Book of Money, Benjamin Elkin, Chicago Childrens Press, 1960 Our Working World, Lawrence Senesh, SRA, 1960 "How the Bank Helped Littletown", p. 143 "The Grasshopper and the Ants" p. 136 "Let's have Money", p. 136 "The Happy Goldsmith", p. 142 What Happens When You Put Money in the Bank, Arther Shay I Know a Bank Teller, Occupational Information materials Project, My Mother is the Head Teller, Atlanta Public Schools, Atlanta, Georgia RECORDS: "What we do with the Income We don't Spend", Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611 What does the Bank do with our Savings RESOURCE PEOPLE: Farmers and Merchants Bank employees MISCELLANEOUS "Real" money Signs for bank employees	We will simulate a bank operation to involve all students to either play the role of the consumer or the employee of the bank. Criteria for Evaluation: Bank president---approve loans Bookkeeper will tabulate all money Drive-in teller will take money at the window Agri-consultant will discuss farm problems Bank cashier will take the money Consumer will have a need to invest or loan money All employees will be friendly and courteous Other Possibilities Make booklet of experiences this year to share with 1st grade next year. Invite Pleasant Dale students to be consumers at our bank.

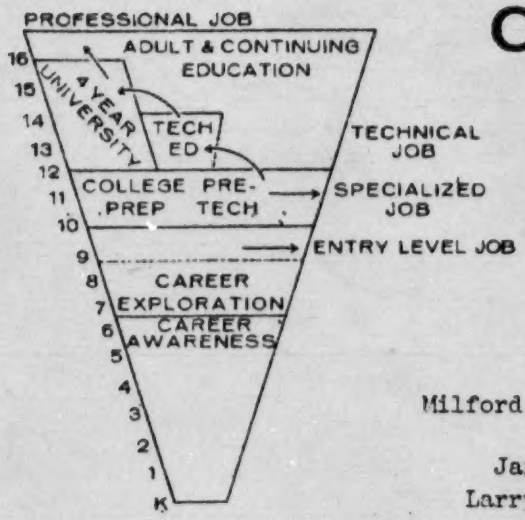
Concept: 1. Occupations exist for a purpose

Subconcept: Baking occupations help people

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. The student will discover that money may need to be loaned if a man wants to go into the baking business.	1. Listen to recorded lesson #21. 2. Reinforce recorded lesson. 3. Read a poem. 4. Read a story. 5. Role-play the part of a baker visiting a banker.	1. Record: SRA #21 2. Roll of paper 12" wide for frieze. 3. Poem: "Mr. Baker the Business man", p. 150 4. Activity book 21A 5. Read Mr. No-Good	1. Students will simulate a bank to get help to develop their own baking business. If reasons are valid, money is given to start business. If not, student must try again until he succeeds. (good location, honesty, good business man)
2. The student will discover what equipment is needed to go into the baking business.	1. Make a frieze after visiting school kitchen	1. Paper, crayons, paint	2. Pupils will visit the school kitchen to see what equipment is needed and prepare a frieze to show what is needed.
3. The student will discover what ingredients are needed to make bread.	1. Show film strip 2. Read book 3. Bring ingredients	1. "The Baker" filmstrip 2. I Want to be a Baker 3. Display table	3. Pupils will identify samples of ingredients by naming five of the six correctly from the display table.
4. To show how we get our bread	1. Use sequence pictures from language book. 2. Divide children into groups to be either hen, pig, cat, mouse or narrator.	1. Flour, salt, yeast, milk, sugar, shortening. 2. Sequence pictures laminated from story of "Little Red Hen"	4. Role-play "Little Red Hen" to show they know the proper sequence of wheat from farm to bread.
5. The students will make cookies to show the importance of division of labor.	1. Copy cookie recipe	Candy cookies 2 C. sugar 3 C. oatmeal ½ C. milk ½ C. coconut ½ C. butter 1 t. vanilla 4 T. cocoa	5. Each child has a part by division of labor and test by tasting.

Subconcept: Baking occupations help people

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
		hot plate pan waxed paper spoon	
6. The student will devise rules for honesty, dependability and sanitation in the baking business.	1. Prepare a display titled "Rules for the Baker" 2. Divide display into 3 sections: a. sanitation conditions b. true weights and measures c. honest advertising Other Possibilities 1. Art--Wheat and glue pictures 2. Find or draw pictures of <u>all</u> that a baker could make 3. Have doughnut shop lady visit and tell of her experiences with consumers and producers.	1. Display table	6. The student will write a short story and/ or draw a picture to show the importance of honesty, dependability, cleanliness, of true weights and measures, honest advertising and sanitation in baking.



CAREER EDUCATION:

A NEBRASKA MODEL AT MILFORD PUBLIC SCHOOLS

LARRY WILLIS, PROJECT DIRECTOR
LARRY SIMS, SUPERINTENDENT
301 G STREET
MILFORD, NEBRASKA 68405
TELEPHONE 761-2361

Milford Information Center
NEWSLETTER
January 30, 1973 Volume I, No. 1
Larry Willis, Editor

Purpose: The purpose of the newsletter is to provide the patrons of our local school district with information about activities and events that are taking place or will take place in the school district.

This first issue pertains to the identifying possible employment needs of the school district.

In future issues, information will be provided on the self-evaluation to be planned and implemented for the kindergarten through twelfth grade. We will be inviting many patrons of the school district to serve on this evaluation team. We hope you will say "yes" to helping in this school evaluation.

MIC 761-2361

The concept of the Milford Information Center is to provide the following services to adults and students in the Milford Public School district:

Careers
Job Placement
Educational Information (includes adult education courses)
General Information about the school district

Serving You

We at the Milford Information Center (MIC) have been made aware of the fact that there are people in our community who would like assistance in completing some of their domestic chores. We also feel that there are many others in Milford who would be willing to do these kinds of jobs at a reasonable wage. For example, if we find out that a person would like someone to come in and clean house once a week and another person who would like to do this type of job, we at MIC would then serve as a coordinator between employer and employee.

We are also contemplating the feasibility of a Child Day Care Center here in Milford.

In order for us at MIC to organize these programs, we need your cooperation in providing the information on the back of this page. If you have any questions, please feel free to call 761-2361 at the high school.

COMMUNITY EMPLOYMENT QUESTIONNAIRE

I would be interested in having the following services provided in our community:

Day Care Center
_____ 3 year old
_____ 4 year old
_____ Need more information

Laundry
_____ washing
_____ ironing

House Cleaning
How often _____
_____

Babysitting
Hours _____

Farm Labor
_____ Full time
_____ Part time

Sewing _____

Typing _____

Other (List) _____
_____
_____ Full time
_____ Part time

Wage you would expect to pay _____

Signed _____
Telephone _____

If the work was available, I would be interested in doing the following:

Laundry
_____ washing
_____ ironing
_____ My home
_____ Their home

House cleaning _____

Babysitting
_____ My home
_____ Their home

Farm Labor
_____ Full time
_____ Part time

_____ Sewing

_____ Typing

Other (List) _____
_____
_____ Full time
_____ Part time
_____ Number of hours per week

Wage you expect to earn _____

Signed _____

Telephone _____

Please return to the Milford Information Center at the High School by February 15, 1973. Curt Boesen and Larry Westrum, counselors